

DOCUMENT RESUME

ED 100 795

SP 008 550

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TITLE A Report on Humanistic Programs in Higher Education.
NOTE 94p.

EDRS PRICE MF-\$0.75 HC-\$4.20 PLUS POSTAGE
DESCRIPTORS Higher Education; *Humanistic Education; *National Surveys; Post Secondary Education; Program Content; *Program Descriptions; Programs; *Teacher Education

ABSTRACT

The purpose of this survey was to assess the extent and development of humanistic programs in higher education, focusing on teacher education. Information was gathered randomly from nearly 800 teacher education institutions throughout the U.S. Two hundred seventy-nine schools responded to a questionnaire regarding program location, title, emphasis, changes, and requisites; interdisciplinary programs; financial support; teaching methods; number of faculty, enrollees, and graduates; and followup on graduates. The following conclusions can be drawn from an analysis of the responses to questionnaires: (a) humanistic instructional programs have become more available and more diversified; (b) many programs are receiving or anticipate receiving adequate financial supp. ; (c) many programs have a large number of students and sufficient numbers of faculty; (c) there is a clear understanding of the objectives of humanistic instructional programs; and (e) many students are trained adequately so that they can pursue a variety of career objectives at many kinds of institutions. The document contains an extensive program inventory. (HMD)

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A REPORT ON HUMANISTIC PROGRAMS
IN HIGHER EDUCATION

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Acknowledgments

I would like to thank Cassandra Simmons for the cover design, proof-reading and over-all encouragement.

In addition, I appreciate the cooperation of Howard Seeman, Gene Standford, and Harold Burstyn for their technical assistance.

Also, Chris Ludvik, Joanna Hawthorne, Della Capers and Michele Renton.

Introduction

Humanistic education is a necessary but greatly misunderstood area of non-traditional study. Many educators believe erroneously that humanists advocate the total replacement of traditional subject matter with a humanistic curriculum. That assumption is totally inaccurate and unsupported by humanistic educators. Although there are major differences between humanistic and traditional education, both approaches are necessary to develop the total human being. Robert Samples observes some differences between humanistic and traditional study:

In the traditional approach young people listened to scientists. In the process approach young people mimic scientists. In intrinsic approach the students are scientists.¹

1. Robert Samples, "Science: A Human Enterprise", Science Teacher, October, 1972

These differences need not be preemptive and restrictive. The compatibility of such approaches need to be advocated.

Humanistic education attempts to build on cognitive function to maximize human development by confronting concerns, values, and attitudes and to allow students to experiment with various behavioral and valuing alternatives.

... humanistic education is a value commitment toward certain educational goals. Whereas traditional education is concerned with the mastery of content, humanistic educators are committed to the growth of the whole individual.

Humanistic programs attempt to develop relationships between the individual and significant others to focus on understanding self and society.

2. Mary Jensen, "Humanistic Education: An Overview of Supportive Data," High School Journal, May 1973, p. 341.

To reiterate, a fundamental problem is that humanistic education is misunderstood to be a panacea or a purely non-traditional approach to education. Humanistic education is another viable method that is best used in conjunction with other educational approaches. There are several other problems that deserve attention.

Problem

Another problem area is the lack of concrete data on humanistic education. Many educators are quite familiar with the rhetoric, but not as familiar with the procedures for pursuing humanistic method. Generally, an overview of humanistic education has been stated above. The question often remains: How do we proceed from here?

Several educators have outlined a format for utilizing humanistic approaches in the

classroom. David Aspy³ uses a modification of Flanders' Interaction Analysis to gauge the performance of humanistic teachers. Gerald Weinstein and Marie Fantini⁴ develop an affective curriculum model to expedite humanistic procedure in the classroom. Methods developed by Krathwohl, Messafel, Carkuff and Gazda are also valuable models.

There is little concrete evidence available on the utilization of these methods in humanistic programs. These programs are rather new and experimental at most schools.

Purpose

The purpose of this survey is to assess the extent and development of humanistic programs in higher education. Although the focus of the study is on teacher education institutions, other colleges were included in the survey.

3 David Aspy, Toward A Technology For Humanizing Instruction

4 Marie Fantini and Gerald Weinstein, Toward Humanistic Education, Praeger, N.Y., 1971.

Although the notion of humanistic education and psychology has been practiced nearly two decades, this survey attempts to assess the recent impact of humanistic philosophy on traditional education. (1) Are humanistic methods formally practiced in college classrooms? (2) Is there a systematic effort to teach humanistic skills and technology to prospective teachers? (3) To what extent do these programs attempt to deal with humanistic education? (4) What is the status of humanistic programs in higher education?

Method

Since there is little information on the extent of formal humanistic programs, information was gathered randomly from nearly 800 teacher education institutions throughout the Nation. A basic form was distributed to each institution. This

form requested specific information about formal humanistic education programs. In the Spring of 1974, these questionnaires were interpreted. In some cases additional information was sought.

Limitation

It is difficult to determine institutions that may have humanistic programs. Since the study is only concerned with formal programs, schools conducting seminars and workshops were included in the study, but listed separately. Furthermore, related programs not connected with higher education institutions may provide excellent training for individuals.

Yet, the purpose of this survey is to gather specific information about degree granting humanistic programs. Membership data from several national organizations provided essential mailing information. Most institutions of higher learning

belong to a formal national organization. These institutions that do not belong to a formal national organization were not included in the survey.

Because of the narrow interpretation of humanistic education used in the survey, many institutions were compelled to answer "no" to the appropriate question regarding the existence of a humanistic program in their institution. Humanistic education has come to mean something quite specific. Certainly, under a much broader definition, there would be more programs included in the survey.

Generally, the survey was not designed to gather information on institutions that offered humanistic courses. Some exceptions were made here. Three distinctions were made between the kinds of humanistic programs. The three classi-

fications are (1) schools offering humanistic programs, (2) schools offering related programs and (3) schools offering formal courses and workshops. Schools that offered formal programs as part of a degree granting program that had as its objective the teaching of humanistic skills are labeled humanistic. Schools offering more traditional subject matter but purport to focus on the development of humanistic skills are labeled "related programs". Schools without formal programs but offering formal courses and workshops are called "informal" programs. Many informal programs are in the process of developing formal degree programs, i.e., pursuing writing and curriculum development strategies. Some institutions listed no formal program but indicated that a formal program will be developed. Further investigation may develop additional information on the extent of humanistic programs in higher education.

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PART II

PROGRAM ANALYSIS

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Two hundred and seventy-nine(279) schools responded to the survey or thirty-four percent of the approximately eight hundred institutions contacted. Thirty-three humanistic programs were identified from the questionnaires. Eleven(11) institutions or 4% were identified to have formal humanistic instructional programs. Fourteen(5%) of the schools reporting indicated the existence of related humanistic instructional programs. Eight institutions(3%) indicated the existence of informal, but developing efforts to teach humanistic techniques. Two hundred and forty-six(246) institutions responded that no humanistic program was available at their school(88%). However, some schools indicated some effort at developing a humanistic program.

Each questionnaire item will be examined below.

Geographic Area

Each respondent was requested to indicate school name and address to ascertain the geographic distribution of the institutions responding. Of the institutions offering humanistic instructional programs, five are located in the Midwest. Four humanistic programs are located in the East. Of the remaining two instructional programs, one is located in the West and one is located in the South.

Of the related programs, four are located in the East. Five instructional programs are located in the South. Also, four programs are located in the Midwest. Only one related program responded from the West.

Of the informal programs, three out of eight are located in the East. Four informal humanistic programs can be found in the South. One

informal humanistic program can be found in the West. There were no informal programs reported in the Midwest.

Two hundred and forty-six institutions reported no humanistic program. Of that number, one hundred and seven responded from the Midwest. Eighteen western institutions responded. Seventy-one responded from the South while forty-eight institutions from the East reported.

A total of two hundred and seventy-nine schools responded to the questionnaire. There were one hundred and fifteen from the Midwest, twenty-one from the West, eighty-two from the South and sixty-two from the East.

Several schools could not be included in the survey because they failed to indicate the presence or absence of a humanistic program on their campus.

Table 1Response by Geographic Region

| <u>Program</u> | <u>Number</u> | <u>Region</u> | <u>%</u> | <u>Total</u> |
|--------------------|---------------|---------------|----------|--------------|
| Humanistic Program | | | | |
| | 5 | Midwest | 45 | |
| | 4 | East | 36 | |
| | 1 | West | 9 | |
| | 1 | South | 9 | |
| | | | | 11 |
| Related Program | | | | |
| | 4 | East | 29 | |
| | 4 | Midwest | 29 | |
| | 5 | South | 36 | |
| | 1 | West | 7 | |
| | | | | 14 |
| Informal Program | | | | |
| | 3 | East | 37 | |
| | 4 | South | 50 | |
| | 1 | West | 13 | |
| | 0 | Midwest | | |
| | | | | 8 |
| Other Institutions | | | | |
| | 107 | Midwest | 43 | |
| | | West | 7 | |
| | 71 | South | 29 | |
| | 48 | East | 20 | |
| | | | | 246 |

Title of Program

Most institutions indicated a variety of program titles. However, most program titles comprised four major areas, i. e., humanistic education and psychology, humanistic education, humanistic education and humanities, and humanistic education and philosophy. The humanities area is most significant. If an institution indicated a specific inclination toward humanistic strategies it was included in that category. Some institutions, regrettably, did not distinguish between traditional humanities programs and humanistic strategies. Similarly, formal programs in psychology and philosophy that indicated specific humanistic strategies, e.g., human development and values clarification.

In the humanistic education and psychology area, several distinct program titles were indicated. One at the doctoral level(2%), four at the Masters level(8%), five at the baccalaureate(10%) and two at the interdisciplinary level(4%) represents the various distinctions.

The humanistic education category produced program titles at each level. There were four program titles in humanistic education at the doctoral level(8%), one at the Masters level(2%), ten at the baccalaureate level(20%), and eleven at the interdisciplinary level(22%). Humanistic education was the most predominant program title.

The humanistic and humanities category produced far fewer programs titles. There were no program titles at the doctoral or Masters level. The baccalaureate level produced four(8%) while the interdisciplinary level produced three(6%) of the program titles in this category.

The category, humanistic education and psychology encouraged only one response. There were no program titles at the doctoral, Masters, or baccalaureate level. The interdisciplinary

level produced one response (2%).

Three institutions offering humanistic programs did not respond to this item. Often schools may offer a concentration in humanistic education, but not under a specific program title.

Table 2
Program Titles in Humanistic Education

| <u>Level</u> | <u>Category</u> | <u>Number</u> | <u>%</u> |
|--------------------------------|-----------------|---------------|----------|
| Humanistic Educ and Psychol | | | |
| Doctorate | | 1 | 2 |
| Masters | | 4 | 8.1 |
| B.A. | | 5 | 10.2 |
| Interdis. | | 2 | 4 |
| Humanistic Educ | | | |
| Doctorate | | 4 | 8.1 |
| Masters | | 1 | 2 |
| B.A. | | 10 | 20.4 |
| Interdis | | 11 | 22.4 |

Table 2 (Cont.)

| <u>Level</u> | <u>Category</u> | <u>No.</u> | <u>%</u> |
|--------------|--------------------|------------|----------|
| D | Hum. Ed/Humanities | 0 | 0 |
| M | | 0 | 0 |
| B | | 4 | 8.1 |
| I | | 3 | 6.1 |
| | Hum. Ed/Philosophy | | |
| D | | 0 | 0 |
| M | | 0 | 0 |
| B | | 0 | 0 |
| I | | 1 | 2.0 |
| | No Response | 3 | 6.1 |

Emphasis of Program

Four separate areas were indicated as a major emphasis by all institutions reporting pre-grams. The four major areas were research, counseling, individual improvement and basic inquiry, and teacher education. Individual improvement and basic

inquiry was the category chosen most frequently by programs responding at the undergraduate level (11). Individual improvement and basic inquiry at the interdisciplinary level was indicated by seven(7) institutions as a program emphasis. Teacher education is emphasized in five(5) humanistic instructional programs. Three programs indicated an emphasis on teacher education at the interdisciplinary level. Several humanistic programs emphasized other specific areas of instruction. Research at the interdisciplinary level, counseling at the interdisciplinary and doctoral levels, individual improvement and basic inquiry at the doctoral level and teacher education at the doctoral level were cited once each by institutions as a major program emphasis.

Three programs had no major emphasis; Six programs did not respond to this item.

Table 3

Emphasis of Program

| <u>Level</u> | <u>Emphasis</u> | <u>Number</u> |
|--------------|---------------------------------|---------------|
| D | Research | 0 |
| M | | 0 |
| B | | 0 |
| I | | 1 |
| D | Counseling/ Psychology | 1 |
| M | | 2 |
| B | | 2 |
| I | | 1 |
| D | Indiv. Improv/ Basic Inquiry | 1 |
| M | | 2 |
| B | | 11 |
| I | | 7 |
| D | Teacher Ed. | 1 |
| M | | 0 |
| B | | 1 |
| I | | 3 |
| | No Response | 6 |

Title of Degree Program

Eight distinct categories of degree programs were indicated by institutions. These categories included doctorate(Ed.D), Master of Education, and B.A. or B.S., interdisciplinary doctorate, masters, and B.A. programs. Three humanistic instructional programs offer an educational doctorate. Four programs offer a Masters of Education. Twelve programs offer a B.A. or B.S. degree. Three degree categories produced no response: interdisciplinary degree, interdisciplinary doctorate and Masters. Only the interdisciplinary baccalaureate category produced response in this area. Six programs chose the B.A. category. Twenty institutions indicated no degree program- nearly half of the programs responding.

Table 4
Title of Degree Program

| <u>Degree</u> | <u>Number</u> |
|-----------------|---------------|
| Doctorate | 3 |
| Masters | 4 |
| B.A. or B.S. | 12 |
| Interdis. | 0 |
| Interdis. Ed.D | 0 |
| Interdis. M Ed. | 0 |
| Interdis. B.A. | 6 |

Length of Program

Surprisingly, many humanistic instructional programs have been operating for some time. It is generally thought that humanistic education is very new. Nearly half(18) of the programs have been functioning for more than two years. Five programs have been in existence for one year and four programs have functioned for two years. Twelve programs did not precisely indicate their length of operation.

Interdisciplinary Departments

Although not all schools indicated interdisciplinary programs, several schools were requested where appropriate to list major departments servicing their interdisciplinary program. Six major departments were categorized - education and psychology, education and sociology, education and philosophy, English, aesthetic education and general social science. General social science was a category listed by seventeen institutions. Aesthetic education, education and psychology, education and philosophy and English are all listed seven times each. Education and sociology was listed three times. Sixteen institutions listed an emphasis on interdisciplinary study, but did not indicate major departments involved in their programs. Some schools have interdisciplinary departments. Under these circumstances, it may not have been necessary to list separate departments in-

volved in an interdisciplinary program.

Table 5
Interdisciplinary Departments

| <u>Major Departments</u> | <u>Number</u> |
|--------------------------|---------------|
| Education / Psychology | 7 |
| Education/ Sociology | 3 |
| Education/ Philosophy | 7 |
| English | 7 |
| Aesthetic Education | 7 |
| Social Science | 7 |
| No Response | 16 |

Program Changes

Institutions were requested to designate specific program changes, in an attempt to ascertain strategies for continual program improvement. Six areas were cited by institutions responding. These categories represented strategies for expansion, streamlining, research, staffing, increased enrollment, and structural changes. Five programs indicated the need for additional staffing, eight programs anticipated structural changes and four programs in each

area, i.e., research, expansion and enrollment chose these areas as a major concern. No institution chose streamlining as a strategy. Twenty-one programs did not respond to this item. Several institutions were unclear as to the nature of the question while others were not aware of specific changes indicated in program policy statements.

Financial Support

Surprisingly, many schools are receiving adequate financial support. Responses were grouped into five categories: (a) adequate funding within the college, (b) inadequate funding within the college, (c) adequate funding outside the college, (d) inadequate funding outside the college and (e) uncertain about funding. Nine programs reported that

they would receive adequate funding within the institution. Three programs indicated inadequate funding within the institution. On funding outside the institution, two programs indicated adequate funding. Four programs indicated inadequate funding outside the institution. Eleven schools remained uncertain about their funding. Several schools had made applications, but had not yet been approved. Fifteen schools did not respond to this item.

Table 6
Financial Support

| <u>Category</u> | <u>Number</u> |
|-------------------------------|---------------|
| Adequate funding/w college | 6 |
| Inadequate fund/ outside col. | 4 |
| Inadequate fund/w col | 3 |
| Adequate fund/ outside col | 2 |
| Uncertain | 11 |
| No response | 15 |

This particular area needs additional study. We need to determine how to keep humanistic programs functioning in our uncertain academic climate.

Program Requisites

Many institutions did not respond to this particular item on the questionnaire. For institutions without graduate programs, the item was not appropriate. Furthermore, some programs have liberalized their requirements. Still other programs represent concentrations or may be interdisciplinary in nature. Seventeen programs indicated that the item was not applicable.

Teaching Method

This item was designed to produce information that would indicate what teaching methods were employed in each program. The

methods mentioned included scientific laboratory, team and individual problem solving, curriculum innovation, interdisciplinary approaches, and other methods. Fifteen schools at the baccalaureate level indicated using an interdisciplinary approach method. Twelve institutions at the baccalaureate level indicated using team and individual problem solving methods. Thirteen schools at the baccalaureate level use innovative teaching techniques. At the M Ed. level, four programs each used scientific laboratory, team and individual problem solving, and curriculum innovation as teaching methods. Of the five doctoral categories, four programs utilize team and individual problem solving techniques, three programs use a scientific laboratory and three programs use curriculum innovation.

Only two programs at the doctoral level use an interdisciplinary approach. No programs at the doctoral level reported using other methods.

Eleven humanistic instructional programs did not respond to this item. It may be possible that some programs use more traditional methods.

Table 7
Teaching Method

| <u>Method</u> | <u>Doctorate</u> | <u>Masters</u> | <u>B.A.</u> |
|-------------------|------------------|----------------|-------------|
| Scientific Lab. | 3 | 4 | 5 |
| Team/Indiv. Proj. | 4 | 4 | 12 |
| Curric. Innov. | 3 | 4 | 13 |
| Interdisciplin | 2 | 5 | 15 |
| Other | 0 | 2 | 5 |

* Eleven programs did not respond to this item.

Faculty

This item attempted to determine the number of faculty at each level. Eleven programs reported between one and five faculty on their graduate staff. Three programs have between six and ten graduate faculty. Another three programs have eleven to fifteen graduate faculty. There are no programs reporting between sixteen and twenty graduate faculty.

At the undergraduate level, four programs report between one and five faculty. Three programs report between six and ten faculty. There are no programs reporting faculty between eleven and fifteen members. Five interdisciplinary programs could not clearly identify their faculty. Five programs did not

respond.

Table 8

Faculty

| Number of Faculty | Graduate Programs | Undergraduate Programs |
|-------------------|-------------------|------------------------|
| 1-5 | 11 | 4 |
| 6-10 | 3 | 3 |
| 11-15 | 3 | 0 |
| 16-20 | 0 | 3 |

* This item was not applicable to five programs. Five programs did not respond.

Students

The enrollment in humanistic instructional programs can serve as a barometer to measure the vitality of such programs. Two programs reported twenty-one to thirty students. Also, two

programs reported thirty-one to forty students. Three programs reported forty-one to fifty students. Three additional programs each reported between seventy-one and eighty students while an additional three programs reported more than three hundred students, but less than four hundred students. Five programs have more than one hundred students, but less than two hundred students. Two programs report more than five hundred students. No programs reported students at the following levels: under ten, sixty-one to seventy, fifty-one to sixty, eighty-one to ninety, ninety-one to one hundred, and more than two hundred. Twelve programs reported no available information on the number of students.

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Table 9
Students

| Number of Students | Number of Programs |
|-----------------------|-----------------------|
| 0-10 | 0 |
| 11-20 | 1 |
| 21-30 | 2 |
| 31-40 | 2 |
| 41-50 | 3 |
| 51-60 | 0 |
| 61-70 | 0 |
| 71-80 | 3 |
| 81-90 | 0 |
| 91-100 | 0 |
| more than 100 | 5 |
| more than 200 | 0 |
| more than 300 | 3 |
| more than 400 | 2 |
| more than 500 | 2 |
| more than 600 | 2 |

* Twelve programs reported no available information

Graduates

Many programs have large numbers of graduates. Several graduate programs had graduates in at least one area. Five programs reported between one and twenty graduates since the inception of the program. Two programs had between eighty-one and ninety graduates. One program each reported graduates at the levels: between twenty-one and forty, between forty-one and sixty graduates between sixty-one and eighty graduates and more than one hundred. Another program reported more than two hundred graduates. Still another program reported more than four hundred graduates. No programs reported more than three hundred graduates.

Several categories did not produce response. No undergraduate program reported graduates between one and twenty, between forty and sixty and eighty and one hundred. Furthermore, no undergraduate program reported more than one hundred, more than two hundred or more than three hundred. Two undergraduate programs reported between twenty-one and forty graduates. Another program reported more than four hundred graduates.

Sixteen programs did not respond. Most humanistic programs are relatively new and have not had an opportunity to produce graduates.

Table 10
Graduates

| <u>Graduates</u> | <u>Number of Graduates</u> | <u>Number of Programs</u> | <u>Undergraduate</u> | <u>Number of Graduates</u> | <u>Number of Programs</u> |
|-------------------------------|--------------------------------|-------------------------------|-------------------------------|--------------------------------|-------------------------------|
| 1-20 | | 4 | 1-20 | | 0 |
| 21-40 | | 1 | 21-40 | | 2 |
| 41-60 | | 1 | 41-60 | | 0 |
| 61-80 | | 1 | 61-80 | | 0 |
| 81-100 | | 2 | 81-100 | | 0 |
| more than 100 | | 1 | more than 100 | | 0 |
| more than 200 | | 1 | more than 200 | | 0 |
| more than 300 | | 0 | more than 300 | | 0 |
| more than 400 | | 1 | more than 400 | | 1 |
| Total: (estimated) 840 | | | Total: 440 (estimated) | | |

* Five programs reported no graduates
+ Sixteen programs did not respond

Graduates- Where Do They Go?

At the doctoral level, two programs reported that their graduates pursue careers in graduate schools. Three programs reported stu-

students pursuing careers in educational institutions. One doctoral program reported graduates in rehabilitation institutions. Likewise, one doctoral program reported students working in private industry. Another program indicated that their students worked in private industry as well. No doctoral program reported other vocational pursuits by its graduates.

At the masters level, five programs reported students in graduate schools. Five programs also reported students in rehabilitation institutions and community organizations. Six programs indicated that their students worked in educational institutions. Three programs reported graduates in private industry. No program reported other educational or vocational pursuits by its graduates.

At the baccalaureate level, ten programs indicate that their students continue in graduate schools. Six programs report that their students work in educational institutions. Five programs reported graduates in rehabilitation institutions while seven programs indicated students in private industry. Six programs reported students in community organizations. No programs reported students in other areas.

At the interdisciplinary level, eight programs reported that their students continue in educational institutions. No other program reported on their students.

Table 11

Graduates- Educational and Vocational
Interest and Objectives

(By Number of Program and Percentage of Programs)

| Academic Level | Institutions | | | | |
|-------------------|--------------|-----------------|------------------|--------------|--------------|
| | Grad Sch. | Educ. Insti. | Rehab. Insti. | Pri. Ind. | Com. Org. |
| Ed.D | 2(1%) | 3(7%) | 1(3%) | 1(3%) | 1(3%) |
| Masters | 5(13%) | 6(15%) | 5(13%) | 3(7%) | 5(13%) |
| B.A. | 10(26%) | 6(15%) | 5(13%) | 7(18%) | 6(15%) |
| Interdis. | 0 | 8(21%) | 0 | 0 | 0 |

* Twenty-one programs did not have
information available

Conclusions

Several conclusions can be drawn about
humanistic programs based on information gathered
in this study.

1. Humanistic instructional programs have become both more available and more diversified.

It is surprising that there are A variety of programs at all academic levels ranging from emphasis on phenomenology and Buber Phileosophy to educational and human development.

Programs seem to be dispersed well throughout all geographic areas of the Nation and at all kinds of schools from the larger universities to the smaller colleges.

2. Many programs are receiving or anticipate receiving adequate financial support.

Ultimately, many programs anticipate increased staff and enrollment over a period of time. These programs have become an established part of their institutions Master Plan.

3. Many programs have large numbers of students and adequate faculty.

These programs are thriving throughout the Nation and include students and faculty whose primary function

is the pursuit of humanistic philosophy.

4. There is a clear understanding of the objectives of humanistic instructional programs.

Many programs have a rationale and philosophy consistent with the fathers of humanistic education. These programs have not lost sight of the full range of implications of humanistic education for developing more competent teachers and students

5. Many students are trained adequately so that they can pursue a variety of career objectives at many kinds of institutions.

The range of choice for humanistic students has increased since many potential employers are recognizing the value and importance of humanistic programs.

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PART III

PROGRAM INVENTORY

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This section is divided into four distinct parts. The first part will focus on the guidelines used in the study. A second section will list the programs reporting humanistic programs. A third section will list schools reporting no program and schools in some stage of development of a humanistic program. A final section will list institutions teaching and practicing humanistic techniques, but not necessarily connected to educational institutions.

Both humanistic instructional programs, related humanistic programs, and informal humanistic programs are listed in Part III.

Guidelines

The program descriptions are based on fifteen characteristics. These characteristics include: program title, program emphasis, geographic area, length of program operation, number of interdisciplinary departments, projected program changes and financial support, program requisites, teaching methods, number of students, number of faculty, number of graduates, and a follow-up on graduates.

The following statements describe the objectives and characteristics of the program descriptors.

| | |
|--------------------|--|
| Geographic Area: | The name and address of the school was used to determine geographic area of each humanistic instructional program. |
| Program Title: | An attempt here was made to determine the precise nature of the program based on its primary "salable" description. |
| Emphasis: | Emphasis of the program is the purpose and focal point of the program. An attempt here is made to determine further the nature of the program, i.e., teaching and instructional or self development. |
| Length of Program: | Several programs listed dates rather than length of program. Here, information was estimated. |
| Program Changes: | Specific information was requested to determine the viability and durability of programs. |

Faculty:

Many programs have full and part-time faculty. They are all included. Also, interdepartmental faculty are counted where available.

Students:

Most programs listed students in their program as 'majors!.. This, however, may not preclude students enrolled in courses for enrichment purposes.

Special Methods:

Teaching methods employed by the staff and/or taught to students include:

Scientific Laboratory
Team and Individual
Problem Solving
Other Methods
Interdisciplinary Approaches
Curriculum Innovation

Requisites:

It was not specified what kind of requisites were sought, e.g., institutional or departmental.

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**Interdisciplinary
Departments:**

Programs were requested to list all departments utilized in program.

**Follow-up on
Graduates:**

To determine the 'salability' of graduates and their vocational interests. The following areas were designated:

Graduate Schools
Educational Institutions
Rehabilitation Institutions
Private Industry
Community Organizations

Graduates:

Those programs without 'majors' could not list graduates.

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PROGRAM DESCRIPTIONS

AUGUSTANA COLLEGE(Related Program)
Sioux Falls, South Dakota

Title of Program: None

Emphasis: Humanistic Inquiry

Title of Degree: None

Program Changes: Develop full degree

Courses Offered: Humanism in Education
Human Relations

BERRY COLLEGE
Mount Berry, Georgia 30149

Title of Program: Undergraduate psychology
interdisciplinary major.
Students initiate pro-
gram with one or more
faculty advisors.

Emphasis: Human Resource Develop-
ment based on students
desires and needs. Pre-
paration of human rela-
tions generalists.

| | |
|------------------------------|--|
| Title of Degree: | B.A. or B.S. in Psychology |
| Length of Program: | For several years the program has been identified and evolving. |
| Anticipated Program Changes: | Greater emphasis on internship and interdisciplinary studies. |
| Financial Support: | Within the College framework. |
| Special Methods: | Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation Interdisciplinary Studies Practicum/Applied Studies Research |
| Student Enrollment: | 80-Several advance graduate educational psychology courses and students. |
| Faculty: | One undergraduate One graduate Three part-time |

Vocational Pursuits: No concrete data available, but fairly certain that graduates participate in a variety of post graduate activities relevant to work and to the areas listed.

BETHUNE-COOKMAN COLLEGE
Daytona Beach, Florida 32015

Title of Program: None

Emphasis: Self Actualization. Improving relations among public school teachers. Improving relations among students and teachers.

Methods: Team and Individual Problem Solving
Curriculum Innovation
Interdisciplinary Skills
Human Relations Lab
Self- Actualization Lab

BOSTON UNIVERSITY

Boston, Massachusetts 02215

| | |
|--------------------------------|---|
| Title of Program: | Ed.D in Humanistic Education Masters: Humanistic and Behavioral Studies B.A. in Humanistic and Behavioral Studies |
| Emphasis: | Interdisciplinary study |
| Length of Program: | One year |
| Interdisciplinary Departments: | Philosophy Psychology Sociology |
| Financial Support: | Ed.D- Boston University Masters- National Endowment |
| Requisites: | Ed.D: Two years experience and a baccalaureate degree |

Methods:

Ed.D and Masters:

Scientific Laboratory
and Research
Team and Individual
Problem Solving

B.A.:

Curriculum Innovation/
Teaching Strategies
Interdisciplinary

Faculty:

Graduate: 10

Undergraduate: 10

Student Enrollment:

Graduate: 40

Undergraduate: 25

Graduates:

Graduate: 12

Undergraduate: 10

BROOKLYN COLLEGE(Related Program)

Brooklyn, New York 11210

Title of Program

Performance Based Program
for the Education of
Teachers

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Emphasis:

Development of Human
Values

Length of Program:

1974

Interdisciplinary
Departments:

Early Childhood
Elementary Education
Secondary Education

Special Methods:

Team and Individual Prob-
lem Solving
Interdisciplinary Skills

CALIFORNIA STATE COLLEGE
California, Pennsylvania 15419

Title of Program:

Experimental Program in
the Foundations of Edu-
cation

EDC

| | |
|--------------------|---|
| Emphasis: | Freedom to develop humanistic method |
| Degree: | B.A. |
| Length of Program: | Three years |
| Program Changes: | Expansion of Center |
| Special Methods: | Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation/ Teaching Strategies |
| Faculty: | One |
| Students: | Thirty |
| Graduates: | None |

CALIFORNIA STATE UNIVERSITY(Related)
Hayward, California 94542

Title of Program: Child Development

Emphasis: Human Development(birth through death)

Title of Degree: B.S. in Child Development

Length of Program: Four years

Interdisciplinary Departments: Faculty holds degrees in anthropology, psychology, philosophy, medicine, and biology. Emphasis on team teaching

Anticipated Program Changes: Increased focus on aging and elderly. Use of Innovative Funds(CSUC system)to modularize instruction. Develop closer ties with social and natural sciences.

| | |
|----------------------|---|
| Funding: | Regular and special funding |
| Methods: | Team and Individual Problem Solving Curriculum Innovation Interdisciplinary Approach Field Assignments |
| Faculty: | 10 |
| Students: | 180 |
| Graduates: | 700 |
| Vocational pursuits: | Graduate Schools Educational and Rehabilitation Institutions Private Industry Community Organizations |
| Additional Comments: | Name change proposed: Human Development |

CARLETON COLLEGE
Northfield, Minnesota 55057

Title of Program: Core courses in humanistic psychology

Emphasis: Human Development

Title of Degree: B.A. in Psychology

Length: Three years

Interdisciplinary Departments: Religion

Faculty: One

Vocational Pursuits: Graduate Schools
Community Organizations

CENTRAL CONNECTICUT STATE COLLEGE (Related)
New Britain, Connecticut 06050

Title of Program: Core interdisciplinary curriculum

Emphasis: Human Development

Program Concentration: Independent Study
Human Behavior - Sexuality
Development of Humanistic
Programs in Education
Educational Marathon on
Humanistic Study
Family Life Studies
Independent Study and
Reading in Psychology

Projected Program: Center for Life Studies

COLLEGE OF SAINT TERESA (Related)
Winona, Minnesota 55987

Title: Human Relations
Emphasis: Sensitivity to human needs
Degree: None
Length: Three years

Methods: Interdisciplinary
Scientific Laboratory
Team and Individual Prob-
lem Solving
Curriculum Innovation

Faculty: 4

Students: 50

Graduates: 50

Where Have Your Graduates Gone? Educational Institutions

COLORADO STATE COLLEGE (Related)
Fort Collins, Colorado 80521

Title: Educational Psychology and Human Relations (module)

Emphasis: Development of interpersonal communication skills

Degree: B.A. in Education

Special Methods: Humanistic Teaching
Humanistic Laboratory

Students: Required of all students
in education

EAST CAROLINA UNIVERSITY
Greenville, North Carolina 27834

Title: None

Emphasis: Self Awareness

Interdisciplinary
Courses: Literature
Seminar in Values
Ethics
Personality

EASTERN KENTUCKY UNIVERSITY(Related)
Richmond, Kentucky 40475

Title: General Studies Humanities

Emphasis: Exploration of the universal

aspects of human experience by focusing on human feelings, ideals, and strivings.

| | |
|-----------------------------------|--|
| Length: | Since 1967 |
| Interdisciplinary Departments: | Music Philosophy Religion Art Literature Psychology |
| Faculty: | 3 |
| Funding: | University |
| Students: | 361 |
| Methods: | Curriculum Innovation Interdisciplinary Teaching Strategies |

GEORGE WILLIAMS COLLEGE
Downers Grove, Illinois 60515

Title of Program: Counseling Psychology

Emphasis: Humanistic and phenomenological approach. Mixture of theory and professional skills training.

Title of Degree: M.S. in Counseling Psychology

Length of Program: 1967

Program Requisites: MAT test; personal interviews, GPA: 3.0, three consecutive semesters of full time

Faculty: 4

Students: 88

Graduates: 64

Where Have Your
Graduates Gone?

Graduate Schools
Educational Institutions
Rehabilitation Institu-
tions
Private Industry
Community Organizations

HAMPTON INSTITUTE
Hampton, Virginia 23368

Title of Program: None

Emphasis: Humanistic approach to
the humanities.

Degree: None

Length of Program: Two years

Methods: Problem Solving
Curriculum Innovation
Interdisciplinary

Program Changes: Expand program
More research

CC

HIGHPOINT COLLEGE(Related)
Highpoint, North Carolina 27262

Program Title: Human Relations

Degree: B.A. in Human Relations

Emphasis: Leadership and self development

Length of Program: Seven years

Departments: Psychology
Sociology

Program Changes: More faculty and students
More community service

Funding: Private Foundations
Colleges

Methods: Scientific Laboratory
Interdisciplinary
Community Service
Internship
Problem Solving
Curriculum Innovation

| | |
|-----------|-----------------|
| Faculty: | 1 $\frac{1}{2}$ |
| Students | 85 |
| Graduates | 60 |

Vocational Pursuits:

Graduate Schools
Educational Institutions
Rehabilitation Institutions
Private Industry
Community Organizations

LOYOLA UNIVERSITY(Related)
New Orleans, Louisiana 70118

Title of Program: Experimental Common Curriculum

Emphasis: Self Awareness and Human Communication

Degree: None

Special Courses: Dialog courses
Mode of Thought courses

Methods: Team Problem Solving

LYNDON STATE COLLEGE(Related)
Lyndonville, Vermont 05851

Title of Program: Behavioral Science

Emphasis: Self knowledge and self growth

Title of Degree: B.A. in Behavioral Sciences

Length of Program: Six years

Interdisciplinary
Departments: Psychology
Sociology
Philosophy
Music

Program Changes: More faculty

| | |
|----------------------|--|
| Funding: | Vermont State College System |
| Methods: | Scientific Laboratory Team and Individual Prob- lem Solving Curriculum Innovation Interdisciplinary Teaching Strategies |
| Faculty: | 9 |
| Students: | 150 |
| Graduates: | 100 |
| Vocational Pursuits: | Graduate Schools Educational Institutions Rehabilitation Institu- tions Private Industry Community Organizations |
| Related Courses: | Human Development Human Relations Therapy |

170

MAYVILLE STATE COLLEGE
Mayville, North Dakota 58257

Title of Program: Education

Emphasis: Awareness Education

Degree: None

Length: 5 years

Interdisciplinary
Departments: Music
 Art
 Literature
 Social Science

Program Changes: Continuous review

Financial Support: Adequate

Special Methods: Interdisciplinary

Faculty: Six

70
71

Students: Uncertain

MEDAILLE COLLEGE(Related)

Agassiz Circle

Buffalo, New York 14214

Title of Program: Human Services

Emphasis: Humanistic and Non-Traditional Approaches

Courses of Interest: Culminating Seminar
Philosophy and Contemporary Arts
Radical Educational Theory
Social Psychology
Native American Perspectives

Length: 1974

Requisites: None

Special Methods: Interdisciplinary
Field Experiences

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Students: 15

NEW YORK UNIVERSITY
New York, New York 10003

Title of Program: Humanistic Psychology Program

Emphasis: Self Awareness

Degree: None (Degree possible under regular degree programs with elements of humanistic focus)

Courses and Work Workshops: Self Exploration
Gestalt Therapy
Encounter Techniques
Sensory Awareness
The Whole Person
Body Awareness

Faculty: Several faculty teach in the humanistic psychology program.

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73

NORTH LOUISIANA UNIVERSITY
Monroe, Louisiana 71201

Title of Program: Guidance and Counseling
National Consortium for
Humanizing Education

Emphasis: Training of counselors
and research

Title of Degree: M Ed. and Ed.D in Guidance

Length of Consortium: Three years

Interdisciplinary De
Departments: Education
Psychology

Requisites: 18 hours of undergraduate
behavioral and social sci-
ence.

Methods: Curriculum Innovation/
Teaching Strategies
Interdisciplinary
Research

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| | |
|----------------------|---|
| Faculty: | 3 (consortium) |
| Students: | 75 |
| Graduates: | 50 |
| Vocational Pursuits: | Graduate Schools Educational Institutions Community Organizations |
| Funding: | NIMH |

SONOMA STATE COLLEGE
Rohnert Park, California 94928

| | |
|--------------------|---|
| Title of Program: | Masters: Humanistic Psychology B.A.: Psychology |
| Length of Program: | Masters: since 1965 B.A.: since 1961 |
| Projected Changes: | Initiate community psychology and involvement. More orientation to therapy and helping relationships. |

DRINK
DO NOT DRINK

75

Methods:

M.A. and B.A. :

Scientific Laboratory
Team and Individual Prob-
lem Solving
Curriculum Innovation
Interdisciplinary
Teaching Strategies
Individual Instruction

Faculty:

M.A.- 3
B.A.- 20

Students:

M.A.- 22
B.A.- 661

Vocational Pursuits:

B.A. and M.A.:

Graduate Schools
Educational Institutions
Rehabilitation Institutions
Private Industry
Community Organizations

QUEENS COLLEGE(Related)
New York, New York 11367

Title of Program:

Aesthetic Techniques to Ele-
mentary Education

| | |
|--------------------|--|
| Emphasis: | Buber Philosophy |
| Title of Degree: | B.S. in Elementary Education |
| Length: | Two years |
| Teaching Methods: | Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation Interdisciplinary |
| Faculty: | 6 |
| Students: | 60 |
| Graduates: | 30 |
| Graduate Pursuits: | Graduate Schools Community Organizations |

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NOTES

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PERU STATE COLLEGE(Related Program)
Peru, Nebraska 68421

Title of Program: Peru Accelerated Competency Based Education(Self-PACE)

Emphasis: Interaction skills

Title of Degree: B.S. in Education

Length of Program: 2 years

Program Changes: Increased resources and materials; development of teacher made materials

Financial Support: Uncertain

Requisites: None

Special Methods: Team and Individual problem Solving
Curriculum Innovation
Teaching Strategies

Faculty: 35

78

| | |
|--------------------|--|
| Students: | 100 |
| Graduates: | 100 |
| Graduate Pursuits: | Graduate Schools Educational Institutions Rehabilitation Institutions Community Organizations |

| | |
|----------------------|--------------|
| Courses of Interests | Human Growth |
|----------------------|--------------|

SAINT OLAF COLLEGE(Related)
Northfield, Minnesota 55057

| | |
|-------------------|---|
| Title of Program: | Para College |
| Emphasis: | Tutorial Examination System (includes study of human suffering) |
| Title of Degree: | B.A. (student concentration determines title) |
| Length: | Five years |

Interdisciplinary
Departments:

Humanities
Social Science

Funding:

College

Program Changes:

Develop long range plans.
Revamp educational philosophy

Teaching Methods:

Scientific Method
Curriculum Innovation
Problem Solving
Interdisciplinary
Examination Proficiency

Faculty:

12

Students:

240

Graduates:

70

Graduate Pursuits:

Graduate Schools
Educational Institutions
Private Industry
Community Organizations

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80

SAINT MARY'S COLLEGE
Notre Dame, Indiana 46556

Title of Program: Humanistic Studies Program

Emphasis: Study of cultural history
and human behavior

Title of Degree: B.A. in Humanistic Studies

Length of Program: 1956

Interdisciplinary
Departments: English
Art
Psychology

Funding: Uncertain

Faculty: 2

Students: 65

Graduates: 500

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Vocational Pursuits: Graduate Schools
 Educational Institutions
 Private Industry

SAINT MARY COLLEGE
Winona, Wisconsin

Title: Human Development and
 Education

Emphasis: Self Awareness geared
 toward the helping professions

Degree: M Ed. and B.A. in Human
 Development and Education

Length: One year

Departments: Psychology
 Philosophy
 Sociology
 Education

Program Changes: New majors, more faculty
 Development of Center Concept

82

Financial Support: M Ed.- yes
 B.A.- uncertain

Methods: M Ed.:
 Scientific Laboratory
 and Research
 Problem Solving
 Interdisciplinary
 B.A. :
 Problem Solving
 Curriculum Innovation
 Interdisciplinary

Faculty: M Ed.: 12
 B.A.: 18

Students: M Ed.: 60
 B.A.: 108

Graduates: M Ed.: 3
 B.A.; unknown

Graduate Pursuits: M Ed.:
 Graduate Schools
 Educational Institutions
 Rehabilitation Insti-
 tutions
 Private Industry
 Community Organizations

EDUCATIONAL
RESEARCH CENTER

82

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SOUTHERN OREGON COLLEGE
Ashland, Oregon 97520

Title of Program: None

Emphasis: Humanistic Approaches

Special Courses: Humanistic Psychology
Personal-Social Adjustment
Group Dynamics
Humanizing Instruction
Evolution of Consciousness
Existential Thought
Individual Communication

STATE UNIVERSITY OF NEW YORK
Fredonia, New York 14063

Title of Program: None

Emphasis: Development of Humanistic skills

STEPHENS COLLEGE (Related)

| | |
|------------------|-------------------------------------|
| Program Title: | Concentration in General Humanities |
| Emphasis: | Humanistic Inquiry |
| Degree: | B.A. |
| Length: | Four years |
| Departments: | General Humanities |
| Program Changes: | Additional courses |

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| | |
|----------------------|--|
| Teaching Methods: | Team and Individual Problem Solving Curriculum Innovation Interdisciplinary |
| Faculty: | 5 |
| Students: | 300 |
| Vocational Pursuits: | Graduate Schools |
| Comments: | General Humanities is one of several departments that deals with human- istic subjects. |

TENNESEE STATE UNIVERSITY(Related)

| | |
|-------------------|--|
| Title of Program: | Competency Based Teacher Education Program |
| Emphasis: | To get students to under- stand themselves and how they relate to others |
| Degree: | None |

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Length: Two years

Departments: Psychology
Human Relations Lab

Methods: Problem Solving
Interdisciplinary

Faculty: 2

Students: 200

Special Courses: Human Relations Component including self confrontation, self realization exercises; physical development, relaxation-thinking skills
Empathy Training
Respect Training
Concreteness

UNIVERSITY OF ALABAMA
Tuscaloosa, Alabama

Title of Program: None (concentration in
humanism)

100-10000
100-10001

557

| | |
|-------------|---|
| Emphasis: | General orientation to the implications of hu- manism for education |
| Degree: | None |
| Length: | Three years |
| Requisites: | None |
| Methods: | Scientific Laboratory Problem Solving Curriculum Innovation Teaching Strategies Interdisciplinary |
| Faculty: | One |
| Students: | Graduate: 3 Undergraduate: 18 |
| Graduates: | 42 have completed cours- es |

UNIVERSITY OF ILLINOIS (Related Program)
Chicago, Illinois

Title: Experimental Bachelor's
Degree Program

Emphasis: Develop humanistically
Allow students freedom
to design curriculum

Degree: B.A. or B.S.

Length: Four years

Departments: Depends on students
individual program

Program Changes: Under consideration to
become regular faculty

Requisites: None

Methods: Curriculum Innovation
Interdisciplinary
Student/Faculty Cooperation
Teaching Strategies

ALAN R. HARRIS
MURKIN, 1970

| | |
|----------------------|--|
| Faculty: | Varies according to specific program |
| Students: | 400 |
| Graduates: | 30 |
| Vocational Pursuits: | Graduate Schools Educational Institutions Private Industry |

UNIVERSITY OF MASSACHUSETTS
Amherst, Massachusetts

| | |
|-----------|--|
| Title: | Ed. D M. Ed. } B.A. } Humanistic Education. |
| Emphasis: | To become competent in methods and settings that promote full humaneness |
| Degree: | Doctorate of Education Masters of Education |

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Length:

Six years

Methods:

Scientific Lab
Curriculum Innovation
Teaching Strategies
Problem Solving

Faculty:

13

Students:

Graduate: 300
Undergraduate: 100

Graduates:

200

Vocational Pursuits:

Graduate Schools
Rehabilitation Institutions
Educational Institutions
Community Organizations

UNIVERSITY OF SOUTH DAKOTA

Vermillion, South Dakota 57069

Title:

Humanistic Education

Major

91

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Emphasis: Development of whole person. Less emphasis on subject matter. More emphasis on developing the whole child.

Degree: B.A.

Length: 1974

Departments: History
Philosophy
English
Arts

Program Changes: Center Concept
Specialized humanistic courses

Requisites: None

Methods: Teaching Strategy
Curriculum Innovation
Interdisciplinary

Faculty: One

Students: 34

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WESTERN CONNECTICUT STATE COLLEGE
Danbury, Connecticut

Title: The Nature of Man- An
Interdisciplinary Pro-
gram in Humanistic
Study

Emphasis: Comparative readings
from primary sources
on man as a social
creature, his place in
Nature and concern for
philosophical thought

Degree: None

Length 13 years

Departments: Humanistic Study and
Philosophy
Art
Musicology
English
Sociology
Psychology

93

Methods:

Interdisciplinary
Teaching Strategies
Curriculum Innovation

Faculty

10

Students

1800

THE WILLIAM PATERSON COLLEGE OF NEW JERSEY
Wayne, New Jersey 07470

Title of Program:

None

Emphasis:

Humanistic study
Self awareness

Courses:

Education of the Self
Humanistic Education
Values Clarification
Group Dynamics
Non-Traditional Approaches to Education
Theater Games